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ABSTRACT

The theoretical teaching model described in this document provides a plan whereby a child entering the Bilingual School in kindergarten and remaining in school through sixth grade will have experienced seven years of bilingual instruction and will be able to receive 50% of his instruction in English and 50% in Spanish. This objective is based on consideration of the child's language dominance and the gradual increase of second language instruction through the grades. Included here are language instruction percentages for each subject area on each grade level in terms of language dominance. The actual model, providing for the necessary gradual adjustment into the theoretical model, is also described in terms of language use and subject area percentages. (VM)

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A MODEL FOR THE IMPLEMENTATION OF THE ELEMENTARY SCHOOL CURRICULUM THROUGH BILINGUAL EDUCATION

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This model has been presented to the staff of the Bilingual School (P.S. 25, Bronx) for discussion, modification and implementation beginning September 1968. It is expected that during the year teachers will comment on their personal experiences with the program in the classroom. This feedback will serve as a basis for ongoing evaluation and revision of the suggested instructional patterns.

The central and most specific objective of bilingual education is to provide a program of instruction which will enable students to achieve equal proficiency in the listening, speaking, reading and writing of two languages. In the case of New York City's Bilingual School, the two languages are Spanish and English.

In order to design an appropriate and valid framework in which to undertake such a bilingual program it is necessary to consider both long-range and immediate objectives. The long-range objectives give rise to a more theoretical structural model which must then be modified based on the realities of the immediate circumstances.

The Theoretical Model

A child entering the Bilingual School in the kindergarten grade and remaining in the school until graduation from the sixth grade will have experienced seven years of bilingual instruction. It is expected that at the end of this time he will have developed enough proficiency in each language to be able to receive 50% of his instruction in English and 50% in Spanish. In order to achieve this proportion of native and second language instruction without subjecting the student to undue stress in functioning in a second language it will be necessary to increase gradually the percentage of second language instruction through

the grades. The proposed rations of native language instruction to second language instruction are indicated below.

Ratio of Percentage of Time Devoted to Native Language Instruction (M) and Second Language Instruction (S) In Each Grade

Grade	M/S Ratio
Kindergarten	95/5
First	85/15
Second	85/15
Third	80/20
Fourth	70/30
Fifth	60/40
Sixth	50/50

Depending on the nature of the classes with regard to language dominance patterns the language utilized for each of the curriculum areas will vary from English to Spanish. Pupils will be screened and placed into classes according to their individual language dominance patterns so that each class will be designated as being either Spanish Dominant (SD) or English Dominant (ED). The instructional pattern for the two groups will then be as indicated in the tables following.

THEORETICAL MODEL OF BILINGUAL INSTRUCTIONAL PATTERN FOR GRADES K THROUGH 6

Kindergarten	Spanish Dominant	English Dominant
Language Arts	30min/Sp-15min/ESL	30 min/Eng-15min/SSL
Social Studies	15min/Sp	15min/Eng
Science	15min/Sp	15min/Eng
Mathematics	15min/Sp	15min/Eng
Music	15min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
NS Ratio-85/5	135min/Sp-15min/Eng	135min/Eng-15min/Sp

First Grade	Spanish Dominant	English Dominant
Language Arts	75min/Sp-15min/Eng	75min/Eng-15min/Sp
Social Studies	30min/Sp	30min/Eng
Science	30min/Sp	30min/Eng
Mathematics	30min/Eng	30min/Sp
Music	30min/Sp	30min/Eng
Art	30min/Sp	30min/Eng
Health Education	60min/Sp	60min/Eng
NS Ratio-85/15	255min/Sp-45min/Eng	255min/Eng-45min/Sp

Second Grade	Spanish Dominant	English Dominant
Language Arts	75min/Sp-15min/Eng	75min/Eng-15min/Sp
Social Studies	30min/Sp	30min/Eng
Science	30min/Sp	30min/Eng
Mathematics	30min/Eng	30min/Sp
Music	30min/Sp	30min/Eng
Art	30min/Sp	30min/Eng
Health Education	60min/Sp	60min/Eng
NS Ratio-85/15	255min/Sp-45min/Eng	255min/Eng-45min/Sp

Third Grade	Spanish Dominant	English Dominant
Language Arts	60min/Sp-30min/Eng	60min/Eng-30min/Sp
Social Studies	30min/Sp	30min/Eng
Science	30min/Eng	30min/Sp
Mathematics	30min/Sp	30min/Eng
Music	30min/Sp	30min/Eng
Art	30min/Sp	30min/Eng
Health Education	60min/Sp	60min/Eng
NS Ratio 80/20	240min/Sp-60min/Eng	240min/Eng-60min/Sp

Fourth Grade	Spanish Dominant	English Dominant
Language Arts	45min/Sp-45min/Eng	45min/Eng-45min/Sp
Social Studies	60min/Sp	60min/Eng
Science	45min/Eng	45min/Sp
Mathematics	45min/Sp	45min/Eng
Music	15min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
NS Ratio 70/30	210min/Sp-90min/Eng	210min/Eng-90min/Sp

Fifth Grade	Spanish Dominant	English Dominant
Language Arts	45min/Sp-45min/Eng	45min/Eng-45min/Sp
Social Studies	60min/Sp	60min/Eng
Science	45min/Eng	45min/Sp
Mathematics	45min/Sp	45min/Eng
Music	15min/Eng	15min/Sp
Art	15min/Eng	15min/Sp
Health Education	30min/Sp	30min/Eng
NS Ratio-60/40	180min/Sp-120min/Eng	180min/Eng-120min/Sp

Sixth Grade	Spanish Dominant	English Dominant
Language Arts	45min/Sp-45min/Eng	45min/Eng-45min/Sp
Social Studies	30min/Sp-30min/Eng	30min/Eng-30min/Sp
Science	45min/Eng	45min/Sp
Mathematics	45min/Sp	45min/Eng
Music	15min/Eng	15min/Sp
Art	15min/Eng	15min/Sp
Health Education	30min/Sp	30min/Eng
NS Ratio--50/50.	150min/Sp-150min/Eng	150min/Eng-150min/Sp

The total amount of time allotted for each curriculum area is in accord with the standard New York City Board of Education recommendations.

Grades K - 3		Grades 4 - 6	
Language Arts	30%	Language Arts	30%
Social Studies	10%	Social Studies	20%
Science	10%	Science	15%
Mathematics	10%	Mathematics	15%
Music	10%	Music	5%
Art	10%	Art	5%
Health Education	20%	Health Education	10%

The Actual Model

Because the Bilingual School is opening with a full complement of students and classes, the theoretical model cannot be phased in grade by grade as might be desired. Instead, provisions must be made to adjust the model

sufficiently to service the children at the different levels adequately and yet provide some exposure to a second language. In short, a child entering the 5th grade this September should not be expected to undertake 40% of his learning in a second language if he has not had any previous exposure to it. Therefore, in the case of an English Dominant child the NS ratio will be limited to 85/15 rather than 60/40 as prescribed in the theoretical model. However, in the case of a Spanish Dominant 5th grade child we must take into account the fact that he has already experienced 5 to 6 years of instruction in English and can therefore be expected to undertake a larger percentage of instructional time in English than the English Dominant child can in Spanish. Thus, the actual model suggests an NS ratio of 70/30 for the incoming Spanish Dominant 5th grade student.

The table following indicates a comparison of the theoretical model NS ratios with the NS ratios of the actual model for English Dominant classes and Spanish Dominant classes. The figures are projected through the sixth grade for each of the present grades to demonstrate the anticipated degree of bilingualism for all classes starting in the Bilingual School in September, 1968.

COMPARISON OF THEORETICAL NS RATIOS WITH ACTUAL NS RATIOS FOR CLASSES STARTING IN SEPT. 1968 AND CONTINUING THROUGH SIXTH GRADE

	1968			1969			1970			1971			1972			1973			1974		
	T	EDA	SDA	T	EDA	SDA	T	EDA	SDA	T	EDA	SDA	T	EDA	SDA	T	EDA	SDA	T	EDA	SDA
Kg	95/5	95/5	95/5	85/15	85/15	85/15	85/15	85/15	85/15	80/20	80/20	80/20	70/30	70/30	70/30	60/40	60/40	60/40	50/50	50/50	50/50
1st	85/15	85/15	85/15	85/15	85/15	85/15	80/20	80/20	80/20	70/30	70/30	70/30	60/40	60/40	60/40	50/50	50/50	50/50			
2nd	85/15	85/15	85/15	80/20	85/15	80/20	70/30	80/20	70/30	60/40	70/30	60/40	50/50	60/40	50/50						
3rd	80/20	85/15	85/15	70/30	85/15	80/20	60/40	80/20	70/30	50/50	70/30	60/40									
4th	70/30	85/15	80/20	60/40	85/15	70/30	50/50	80/20	60/40												
5th	60/40	85/15	70/30	50/50	85/15	60/40															
6th	50/50	85/15	60/40																		

Based on the NS ratios of the actual model, the instructional pattern for classes starting in the Bilingual School in September, 1968 is outlined in the following tables. The sixth grade is omitted since there will not be a sixth grade during the first year of operation.

Kindergarten	Spanish Dominant	English Dominant
Language Arts	30min/Sp-15min/ESL	30min/Eng-15min/SSL
Social Studies	15min/Sp	15min/Eng
Science	15min/Sp	15min/Eng
Mathematics	15min/Sp	15min/Eng
Music	15min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
	NS Ratio- $\frac{95}{5}$	NS Ratio- $\frac{95}{5}$
	135min/Sp-15min/Eng	135min/Eng-15min/Sp

First Grade	Spanish Dominant	English Dominant
Language Arts	75min/Sp-15min/ESL	75min/Eng-15min/SSL
Social Studies	30min/Sp	30min/Eng
Science	30min/Sp	30min/Eng
Mathematics	30min/Eng	30min/Sp
Music	30min/Sp	30min/Eng
Art	30min/Sp	30min/Eng
Health Education	60min/Sp	60min/Eng
	NS Ratio- $\frac{85}{15}$	NS Ratio- $\frac{85}{15}$
	255min/Sp-45min/Eng	255min/Eng-45min/Sp

Second Grade	Spanish Dominant	English Dominant
Language Arts	75min/Sp-15min/ESL	75min/Eng-15min/SSL
Social Studies	30min/Sp	30min/Eng
Science	30min/Sp	30min/Eng
Mathematics	30min/Eng	30min/Sp
Music	30min/Sp	30min/Eng
Art	30min/Sp	30min/Eng
Health Education	60min/Sp	60min/Eng
	NS Ratio- $\frac{85}{15}$	NS Ratio- $\frac{85}{15}$
	255 min/Sp-45min/Eng	255min/Eng-45min/Sp

Third Grade	Spanish Dominant	English Dominant
Language Arts	75min/Sp-15min/ESL	75min/Eng-15min/SSL
Social Studies	30min/Sp	30min/Eng
Science	30min/Sp	30min/Eng
Mathematics	30min/Eng	30min/Sp
Music	30min/Sp	30min/Eng
Art	30min/Sp	30min/Eng
Health Education	60min/Sp	60min/Eng
	NS Ratio- $\frac{85}{15}$	NS Ratio- $\frac{85}{15}$
	255min/Sp-45min/Eng	255min/Eng-45min/Eng

Fourth Grade	Spanish Dominant	English Dominant
Language Arts	60min/Sp-30min/ESL	60min/Eng-30min/SSL
Social Studies	60min/Sp	60min/Eng
Science	45min/Sp	45min/Eng
Mathematics	15min/Sp-30min/Eng	30min/Eng-15min/Sp
Music	15min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
	MS Ratio- $\frac{80}{20}$	MS Ratio- $\frac{85}{15}$
	240min/Sp-60min/Eng	255min/Eng-45min/Sp

Fifth Grade	Spanish Dominant	English Dominant
Language Arts	45min/Sp-45min/Eng	60min/Eng-30min/SSL
Social Studies	60min/Sp	60min/Eng
Science	45min/Sp	45min/Eng
Mathematics	45min/Eng	30min/Eng-15min/Sp
Music	15min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
	MS Ratio- $\frac{70}{30}$	MS Ratio- $\frac{85}{15}$
	210min/Sp-90min/Eng	255min/Eng-45min/Sp